

# Work-based Learning and Organisational Culture

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## Objective of Workshop

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To present the importance of organisational culture in work-based learning partnerships between colleges/universities and industry.



# What is a Work-based Learning Partnership?

A collaboration between a **college/university** and an external **employer** organisation to **upskill employees** from the external employer organisation.



# Organisational Culture

“The way we do things around here” (Deal and Kennedy, 1982).

## **Components / Elements of Organisational Culture:**

1. Rituals and Routines
2. Stories
3. Symbols
4. Organisational Structures
5. Power Structures
6. Control Systems

# Challenges for the Education / Training Provider when engaging in WBL Partnerships

- Tendency to use **Practices and Routines** that work for traditional full-time programmes
- Fear – **Stories** of difficulties amongst staff engaging with industry
- Work-based learning not seen as been strategically important within the College / University (**Power**)
- Sharing **Control** with Employer
- **Organisational Structure** within the college / university developed for traditional full time learners and not suited to work-based programmes.

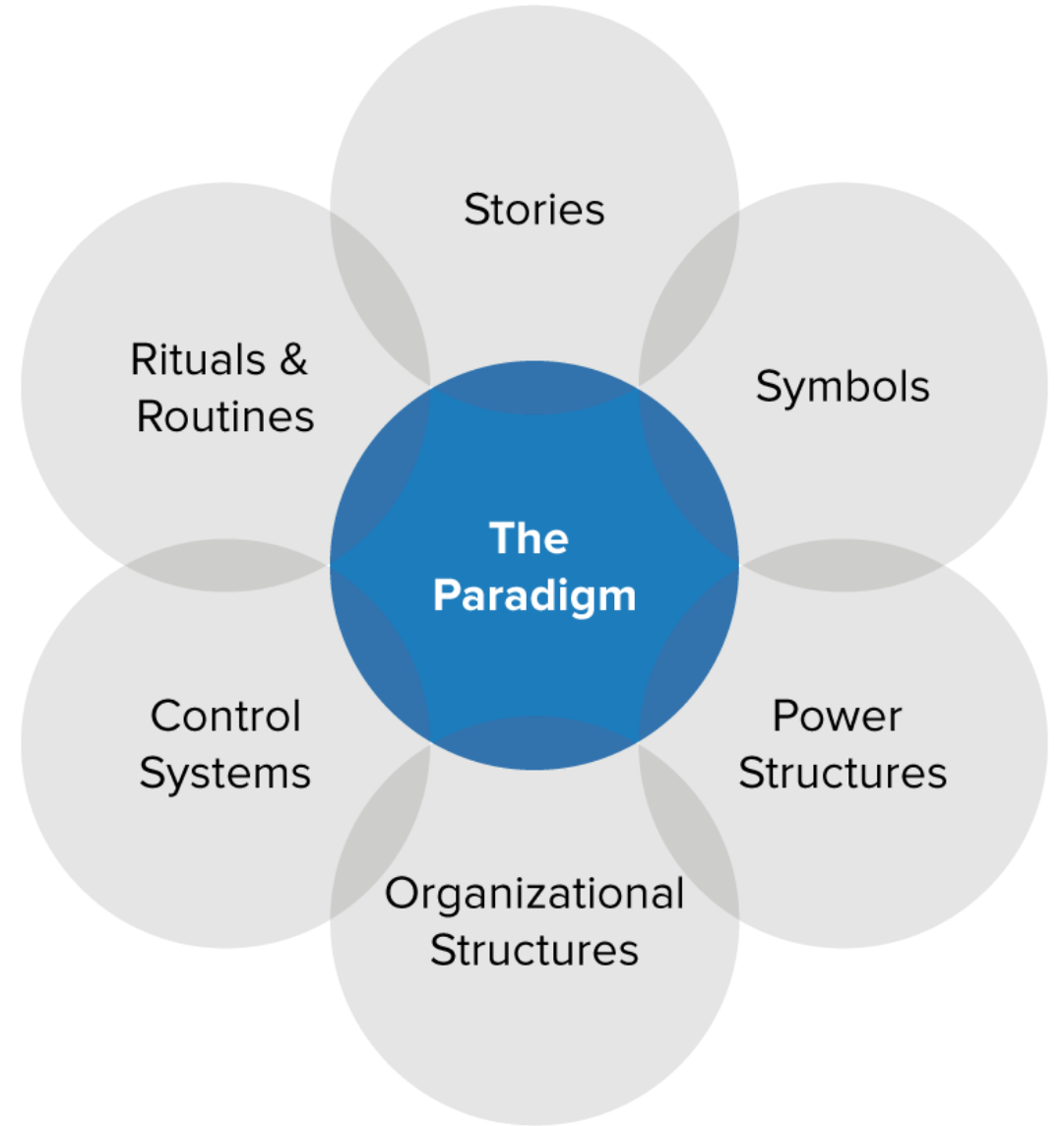


# Cultural Collision

When we compare the organisational culture of an education / training provider to that of a private employer – there are notable differences – often leading to a **cultural collision**.

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# Framework when considering Organisational Culture - **Johnson's Cultural Web**





# Breakout Session Activity

Using Johnson's Web Components, present a preferred organisational culture for your College / University.



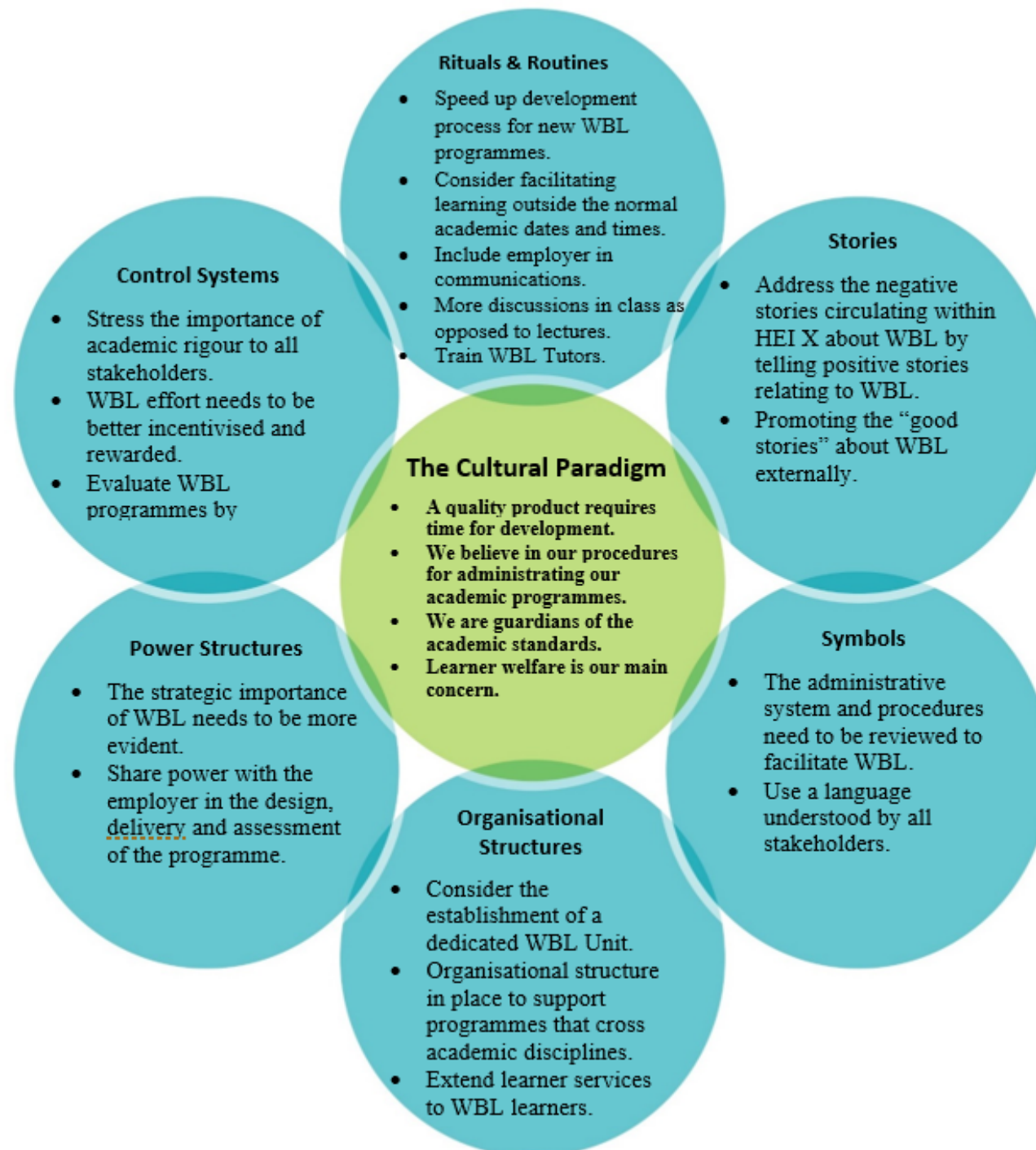


# Cultural Web Components

Component	Examples for College / University	Preferred Organisational Culture
<b>1. Rituals and Routines</b>	<ul style="list-style-type: none"> <li>• How programmes of study are developed.</li> <li>• How programmes of study are delivered.</li> <li>• How the academic calendar influences engagements with industry and how programmes delivered?</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop a routine where new WBL programmes can be developed for industry in a timely manner.</li> <li>2. When delivering programme- tutors should adopt a facilitator role instead of traditional lecturer role.</li> <li>3. Ensure a routine where we operate outside of the academic calendar and are more accessible to industry.</li> </ol>
<b>2. Symbols</b>	<ul style="list-style-type: none"> <li>• The language used within the College / University when communicating.</li> <li>• The administrative system used to enroll students and monitor their performance</li> </ul>	
<b>3. Power Structures</b>	<ul style="list-style-type: none"> <li>• The strategic importance of WBL within the College / University.</li> <li>• Resources allocated to WBL within College / University.</li> <li>• College / University ability's to share power with employer in the WBL</li> </ul>	

# Cultural Web Components

Component	Examples for College / University	Within a College / University
4. Organisational Structures	<ul style="list-style-type: none"><li>• Is there a dedicated resource responsible for coordinating WBL in the College / University?</li><li>• Is there collaboration or competition within your College between academic departments?</li><li>• Can WBL learners avail of all the college services available to full time learners?</li></ul>	
5. Control Systems	<ul style="list-style-type: none"><li>• Does maintaining academic rigour cause problems engaging with employer in WBL programmes?</li><li>• Is there incentives or rewards for staff who engage in WBL programmes?</li><li>• How are WBL programmes evaluated?</li></ul>	
6. Stories	<ul style="list-style-type: none"><li>• The stories told amongst staff about experiences / beliefs working with industry in WBL programmes?</li><li>• Do we promote the “good stories” about engaging with industry internally and externally?</li></ul>	





# Thank You

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